Chapter 1
INTRODUCTION
INTRODUCTION

The family is the psychological field in which the transactional process between the parents and their children takes place. The core of this field is the husband and the wife. The family unit remains the crucial guiding influence in the child’s personality development. Faulty family patterns are a fertile source of unhealthy development and maladjustment. In very general terms, the love, parental-warmth and permissiveness are needed for the healthy personality development of the children. Coleman (1949) described that the child is born with some biological needs and generally acquires psychological needs. Biological needs are of two kinds - visceral needs (basic needs of food, water, sleep etc) and stimulation-cum-activity needs (safety and avoidance of pain etc). Psychological needs for healthy human development and functioning are influenced by social status and social norms. These needs are love, affection, security, understanding, predictability, curiosity, order, adequacy and competence etc. The most crucial and persuasive of all the influence exerted in the home, is the love and warmth imparted by the parents. The need for love continues throughout life and becomes, specifically important in times of severe stresses or crises. The home environment and family processes provide a network of physical, social and intellectual forces and factors which effect the student’s learning. Bloom 1986 hypothesized that the home environment has significant effects on the level of student learning. The home environment exerts direct and indirect effects on the child’s achievement.

(Keith, Reimers, Fehrmann, Potterbaum, & Aubrey, 1986). Walberg & Marjoribanks 1973 found that the socio-psycho-logical environment and intellectual stimulation in the home are prominent in influencing academic ability and achievement. Children’s academic achievement was found to be effected by varying family processes (Verna & Campell, 2011). The level of encouragement, expectations and educational activities in the home are related to socioeconomic status (Song Hattie, 1984). Socializations patterns created within a family setting mould children’s attitudes, behaviours and perception of gender roles.
1.1 IMPORTANCE OF CHILDREN

Indeed the most valuable of a nation’s resources is its children. The nation that fails to ensure the survival, protection and development of its children is doomed to destruction, nay extinction. No nation can, therefore, afford to leave this supreme asset-the children at the mercy and caprice of individuals.

The reason why children are all too important to be left to the whims of individuals are found at every level of social organization- from the global to the family. At the micro level the birth of a child is both an aspiration and hope of every family which in turn has important implications for the kin group (Mamdani, 1972). At the macro level, children replace a continually aging citizenry and thereby save a nation from committing suicide (Ryder, 1973). Children also affect society’s economy and the distribution of social advantage (Chamberlain, 1972; Matras, 1977).

It is because of these and many other reasons that the child deserves the best mankind has to give (The Geneva Declaration, 1924). It is a national and international responsibility to enhance and preserve this supreme national asset-the children. It is a sacred duty of a nation to ensure that every child is adequately housed, clothed, fed and trained so that it is incumbent upon a nation to make sure that each and every child gets the optimum conditions for its growth enabling thereby its survival, protection and development.

The social reality, however, has a different tale to tell. The normative system embodying what to be differs much from the factual order embodying what is (Davis, 1969). Though these two orders cannot be completely identical, perhaps they are not as much striking disparate in any other case as in the case of the treatment met to the child.

Notoriously, child maltreatment has occurred historical and is, in fact, as old as mankind (Randbill, 1974; Gentry and Eaddy, 1980). In the process, numerous children could not get what they deserved. In fact, very many children were pushed on the slippery path to stumble and fend for themselves. Without doubt, this is a disagree to societies and power-that be.

State of arts at present-life in institutions

The urban milieu is particularly hostile to children. On the health front, poor housing, malnutrition, acute respiratory infections, diarrhea, waterborne diseases and high
environmental risks (Mostly and Chen 1984) are perpetual threats for children’s enjoying health and physical well being. How the unique dilemmas of inner city life (substandard housing, inferior schools and deteriorating neighborhoods) affect the socio-emotional development of adolescents have been examined (Safer, 1994). From socialization standpoint, there are limited recreational facilities. Unfortunately, a substantial number of parents in our society not only fail to provide adequate care for their infants, they actually subject the infants, they actually subject the infants to cruel and brutal treatment. In the U.S. each year, an estimated 50,000 to 70,000 infants and young children are subjected to cruel and inhuman treatment by their parents, more than 3,00,000 children are in foster homes as a result (Coleman, 1969) Economic pressures of the poverty-stricken families force them to accept childhood labour or under the care and guidance of institutions.

The assessment of the influence of institutional life on overall wellbeing of a child as contrasted with parental love, control and guidance needs to be studied in detail to ascertain whether institutions really fulfill their objectives of providing as secure, as stimulating and as encouraging an environment as is found in a home. The institutions, presumed to take up the roles and functions of the family, should supposedly provide an environment that would compensate for the child’s psychological and educational deprivation. However, studies have shown that in an institution as compared with an ordinary home, there is likely to be less warmth and physical contact, less intellectual, emotional and social stimulation and a lack of encouragement and help in posture learning. In general, it would appear that “affectionless psychopathy” characterized by inability to form close interpersonal relationships and by anti-social behaviour is a syndrome commonly found among children who have been institutionalized at an early age, particularly before the age of one year; the long-range prognosis is considered unfavorable (Robins, 1970; Rustr, 1972; Wolkind, 1974; Tizard and Reus, 1975). Available evidence leaves little doubt that severe, sustained maternal deprivation by virtue of growing up in an institution with restricted stimulation can seriously retard intellectual, emotional, social and even physical development. In addition, a high concentration of abuse is experienced in institutions that are established for the care and well being of young children. Raymond Schimmer (1993) argues that residential treatment centers must protect residents and at the same time promote their healthy development.
How far this objective is realized in practice is evident from the example of a state run Women’s Protection Home, which is credited with giving shelter to destitute women. Despite it being a center of welfare activity, the home suffers from lack of government support. To make matters worse, many inmates are in poor health and their proper treatment cannot be ensured for want of resources. The callousness of the government is evident from the fact that it has not provided any security to the home.

The numerous and often macabre cases of neglect and abuse splashed newspapers and magazines are sufficient reasons for psychologists, social workers and administrative officials to sit up and find out how far such exploitation is perpetuated in foster care homes. The disclosure of persons involved in the flesh trade racket at the government-run Women’s Protection Home in Varanasi has stunned the society (June 2, The Times of India News Service). U.D. Braga (1993) has discussed the importance of naturalistic studies of sexual abuse in residential and other institutional settings.

1.2 CHILD REARING PRACTICES

In the contemporary view a child is seen as a helpless being neither good nor bad at birth, one who has to be protected and moulded through discipline (Krishnan, 1998). Children therefore, need to be cherished, nurtured and developed with tender care, as their behaviour, adjustment, intellectual development, emotional security, self esteem and social attitudes are greatly influenced by the way that they are brought up. It is ultimately the parents ‘responsibility to see that as the child grows up. It is ultimately the parents’ responsibility to see that as the child grows up, he/she is being able to discriminate good from evil, constantly adopting the former and eschewing the latter. If proper care is given to children during their formative years, it will help them to learn and respond appropriately to life situations.

Warm and affectionate parents who employ cooperative and democratic means to develop guidelines, provide for their children a laboratory for the practice of autonomy (Schaefer, 1959). The children are also resourceful, cooperative, self-reliant, well adjusted in social situations and they develop a sense of responsibility and discharge their task with assurance and efficiency (Kuppuswamy, 1984). The significance of studying depend on their parents to acquire happiness which is a foundation of security. Children from democratic family are
active, fearless and outgoing in both friendly and hostile ways. They possess leadership qualities, intellectual curiosity, constructiveness and are highly active and demanding (Baldwin, 1948), whereas children reared in autocratic homes are unpopular with associates, quarrelsome, emotionally quarrelsome, emotionally unstable, more sensitive to praise and blame and less considerate of others. Poor parent-child relationship produce devastating effect on the child relationship produce devastating effects on the child, which is tough to erase, even at later stage.

Parent-Child Relationship is the most important family relationship during the babyhood years. Babies who are institutionalized, neglected, deprived of attachment behaviour and who have fewer contacts with their mothers show extreme forms of temper tantrums and give the general impression of unhappiness. They fail to discover the pleasure and security that they can derive from close, personal relationship with others and are likely to experience severe emotional trauma (Hurlock, 1989).

Inadequate Parent-Child Relationship in infants tend to produce anxiety negativism, refusal to suck, hypertension, vomiting, wild screaming, a stuporous sleep, diarrhoea and marasmus (Ribble, 1994). It also results in high mortality rate and the appearance of disturbed behaviour when the children are with others (Spitz, 1944 & 1946). Poor Parent-Child Relationships are related to the children’s over dependency (Beller, 1950), abusive and negative relationship with others (Burgess and Conger, 1978). Over protection tends to produce over dependency in the children (Stendler, 1954) and usually have deleterious effects on their sons’ social and emotional growth (Levy, 1943 and Strecker, 1946).

When parental relationship with children are unfavourable as in the case of dominant, possessive or ignoring parents, the children’s adjustment outside the home is likely to be poor (Shoben, 1949). Similarly lack of affectionate relationship with the children, especially during the early years of life, affects the children’s personality adjustment (Bakwin, 1949).

A close, warm and satisfying relationship of the children with mothers lays foundation for a desire to establish friendly relationship of children with the mothers lays foundation for desire to establish friendly relationship with peers, family members and others (Ban & Lewis, 1974). When the mothers respond to the infants warmly and rewardingly the children
will feel accepted and confident, but if the mothers ‘reaction are cold stunted and rejecting, the children’s emotional and social development is also stunted(Erickson,1964).

Children who come from homes with good parent-child relationship tend to be tolerant of others. On the other hand, those who come from homes with unfavourable parent-child relationship tend to be tolerant of others, impulsive and are weak in emotional control. They are characterized by social withdrawal rather than social participation (Kuppuswamy, 1984). Boys who have low esteem of parents with respect to love and authority are more likely to have delinquency records, compared to boys with high evaluation of their parents in these areas.(William, 1958).

Affectionate, happy, smiling toddlers have mothers with similar personality characteristics (Clarke-Steward 1973). Children who receive love and affection from their parents easily develop warm personal relation in adult life (Scultz, 1958) and those who develop socially acceptable assertiveness come from homes where there is a happy relationship with all the members of the family. Discord, severe punishment and autocratic parental rule on the other hand, lead to socially unacceptable assertiveness( Mummery,1954). The accepted children are generally socialized, cooperative, friendly, loyal, emotionally stable and cheerful. (Khokhar & Yama,1993).

The renowned poet William Wordsworth, highlighting the importance of children wrote

“The child is the father of man”

**1.3 FOUNDATIONS OF HEALTHY DEVELOPMENT**

The foundations of healthy development are laid in early life-in physical care which the child receives, the love and acceptance experiences, the degree to which his environment stimulates learning, discipline and guidance he is given and the recognition and reinforcement he receives for successful accomplishment. The importance of love and acceptance in healthy personality development has been demonstrated in numerous research studies. In an intensive study of 261 well –adjusted children. Langdon and Stout (1951) found the most important factor in their good adjustment to be parental love and acceptance. Similarly in their extensive study of parents in child rearing, Sears et.al. (1957) concluded
that the most crucial and pervasive of all the influences exerted in the home were the love and warmth imparted by the parents.

When due to unfortunate circumstances, children are deprived of parental love and guidance, the lack of care and protection poses a serious threat to their personality development: the proportion of unattended or abandoned children is high and there are limited facilities at the community level to provide them with care and protection. Consequent upon conditions such as these, children fall an easy prey to the enticement and false promises of unscrupulous people. The role of institutions as agents of socialization protecting the children from the ills and risks arising of their destitute condition assumes great significance. In these foster care homes established to provide the child with a safe environment, conducive to the development of his potential and abilities as an individual, efforts have to be made to compensate for the early deprivation experienced by him. Given the salience of warmth and appreciation for healthy development, it is imperative that the care-givers be imparted special training and guidance for dealing with the socially-disadvantaged children and should invariably be empathetic, sentient individuals who can easily relate to the child’s needs are effectively satisfied by a nurturing, caring mother, there is no doubt but whether care-givers in institutions are adequately equipped emotionally and psychologically to act as substitutes for the role of a mother and bear with the problems posed by deprived children in terms of non-conformity to rules, aggression or withdrawal is a question that needs to be answered.

1.4 PARENTAL DEPRIVATION

Deprivation, in general, means the dearth of something in life for a fairly long period. These shortages may be of different types in different people. Some people have social deprivation which means they do not get social prestige, social status and social relationship as they want, in their lives. The Economical deprivation is very common in India which means that people do not have sufficiently financial status. However; the deprivation of parents is different from other deprivations. This term covers the many ways, emotional and physical in which parental care may be inadequate, and which may have immediate and long term consequences for the child.
Bowlby (1951) suggested that separation of a young child from its mother not only causes immediate distress (protest followed by despair and detachment) but also predisposes to later psychopathic personality disorder and vulnerability to affective disorder. Since then it has become apparent that the various types of parental deprivation have quite different long-term consequences. For example lack of environmental stimulation and encouragement to learn in infancy is associated with educational under-achievement, whereas poor early emotional attachments may result in difficulties in adult social relationships. Awareness of the consequences of maternal separation and other forms of parental deprivation has been a major influence in the development of ideas of child care whether it is undertaken by parents, by substitute parents or by any form of educational and residential institution. It can affect a child in his growing stage which in turn can make him develop a disorganized personality. This can have a long lasting effect on a child’s personality. Parental deprivation may take a variety of form but in particular, children may be regarded as parentally deprived when they lack a consistent mother figure, when the family is fatherless, and when warmth and affection are missing in the family, even when both parents are present. Bowlby’s early work (1952) drew attention to the possible long term effects of separation from mother in early childhood, suggesting that such separation could lead to emotional maladjustment, delinquency, educational problems and even psychopathic behaviour. Even without separation, a child can greatly affected by the mother’s failure to accept him, or if she shows hostility over indulgence repressive control. Rejection by the mother, which can be shown in variety of ways, is the form of severe deprivation for the child, who is likely to react by showing emotional or behavioural disturbance.

The effects of absence of the father from the home are also very serious. Both the status and self image of the child depend to a very large extent on the father’s occupational and social status, and the child in the fatherless family can be considered as severely deprived, both in the sense of often lacking a masculine model with which to identify and in the sense of often living in conditions of severe long term material hardship, insecurity and emotional
strain (Wynn, 1964). Parental deprivation can also be felt by the child when the mother or father is absent from the home for long periods because of the nature of their employment. Even in homes where there is no lack of emotional warmth, the child can suffer because of a lack parental encouragement and interest in education. Lack of parental encouragement is particularly evident in the case of children from large families, especially those in the manual working classes.

Miller (1972) found that parental interest was a more important factor than social class. Children who gained most from educational opportunities tended strongly to come from homes where the children’s curiosity and academic aspirations were supported and encouraged by their parents, and where the children perceived harmony between the values of their home and those of the schools.

1.5 FORMS OF PARENTAL DEPRIVATION

Parental deprivation may be found in two forms - i) the physical deprivation of parents and ii) the psychological deprivation of parents.

(i) PHYSICAL DEPRIVATION OF THE PARENTS - The absence of one or both parents is called “Physical deprivation of parents”. The causes of the absence of parents may be divorce, death and separation (accidently or naturally). It is presumed to be a stressful condition for the children. If both parents are absent then child feels like “orphan” in many ways. The absence of one parent is not so dangerous, though - the child may feel deprived of a supporter and protector. Thus the effects of deprivation of one or both parents are obviously different. A number of earlier studies (Basil, L.G. 1949, Rutter 1965, Benes and Obers 1950 and Lipton 1962) reported that parental deprivation may be associated with the development of many different types of psychiatric disorders such as general impairment in their relationship with others, lack of strong attachment to any person, marked retardation of speech and language development, emotional apathy, mental-retardation, repetitive play activities etc. This is so, because due to absence of parents, the child feels insecure and lonely. A child is born with some biological...
and psychological needs, but if these needs are not fulfilled adequately, he develops a deviated behaviour.

Coleman (1949) reported that the actual nature and extend of the damage, resulting from parental deprivation, appear to depend on (i) the age at which deprivation first occurs, (ii) the extent and duration of such a deprivation, (iii) the physical make up of the infant, (iv) the substitute care. If any one of these is provided (for e.g. mother-substitutes or nursery school may provide the needed affection and loving care). These harmful effects, which are responsible for impairment of personality, can be prevented.

It is commonly recognized that if satisfactory development is to take place, and the young child require a constant and continuous relationship may result in a disordered personality. Several studies (Bowl by 1973, S.Mory 1952, Roudinesco and Jenny 1952 suggests indicate that the trauma of losing a parent, specially mother, is very dangerous because the mother has an important role in the security and personality development of a child. Pappenheim and Else (1952) suggests stated that mother-separation in young children meant abandonment and possibly death. Roudinesco and Jenny (1952) suggests (according to their research of study of children under 3 years of age who had been separated from their mothers before the age of eight months), very damaging effects in personality development had resulted in the forms of apathy, passivity, lack of interest in people, prolonged immobility, preservation of attitudes, refusal of all contacts with adults, stereotyped movements etc.

Like the absence of mothers impairs the child’s personality, so also the absence of a father produces a severe stress situation in the child’s life, this is because a father has an indirect role in making the child independent of its symbolic ties with its mother. A child’s relationship with its father determines the nature of initial transference as well as later trial relationship (Neerloo and Jost A.M. 1956) Due to father – absence the child experiences difficulty in establishing satisfactory social relationship with other children. The child seems in conflict about expressing his feelings and desires to other people. He has tendency or feeling of hostility that is greater than those children who live with their fathers (Stole and collaborates, 1973).
Sears and Pinter (1946) pointed out that fatherless children may develop a number of problems such as excessive dependence upon mothers and attention attracting tendencies. Sometimes they develop antisocial behaviours and delinquents tendencies due to absence of dominance of father, and thus become difficult for the mother to control.

Thus, it can be concluded that if one of the parents is absent in the early life, a child may get too attached to the mother parent. If the surviving parent gives attention to the child, the attachment may become very strong. The result of this is, that the child does not have any guilt feeling and hostile towards the other parent or either in his conscious or unconscious personality, thus the development of the child is not impaired in any way.

The effects of long term or permanent separation from one or both parents are complex. Many studies (Bulland 1965, Harlow 1970) indicate that when separation occurs as early as three months after birth, the infant may seem emotionally upset but he usually adopts readily to a surrogate substitute mother. If, on the other hand, attachment behaviour has developed, the emotional hurt of separation may be deeper and more substantial and the child may go through a period of bereavement. Thus the age of three months to three years is important for this long term separation or loss. The loss of long term separation depends not only on the time of its occurrence, but also on his previous relationship with the parent and quality of subsequent parental care. The physical deprivation of parents may produce a harmful effect on the child and develop various negative aspects in his personality.

As Benes and Obers (1950) founding their study of 38 adolescents who had been institutionalized between the ages of 6 to 18 years, after discharge from the orphanage, they found that 4 were diagnosed as phychotics, 21 had a character disorder, 4 were mentally retarded and 2 were neurotic. Only 7 were judged to have achieved a satisfactory personality judgement. Therefore, the presence of parents is very necessary during the growing age of a child. This is because the family unit remains the most crucial guiding influence in a child's personality development.
(ii) PSYCHOLOGICAL DEPRIVATION OF PARENTS

The psychological deprivation of parents means a situation in which the children are deprived of proper parental attention even when the parents are alive. In such a condition, the parents have no time to understand the problem of their children. Thus, negligence by the parents is the factor for making a child mal adjusted. Due to the indifference of parents, the child feels disinterested in the family and resorts to bad company which gives him some consolation and they satisfied their feeling of getting love and affection, through them. Parental rejection may be shown in various ways such as physical neglect, denial of love and affection, lack of interest in child’s activities unjustified punishment, lack of respect for child and discouragement of achievement. This parental rejection may be partial, complete, passive or active.

However, severe and sustained psychological deprivation can seriously retard intellectual, emotional social and even physical development of the child because the parents do not provide a proper model for healthy identification. A few studies have been given to support this fact. Bullard (1965) conducted a follow up study on hospitalized children 8 months to 9 years of age. He found that almost 2/3 of the subjects showed evidence of confirmed growth failure, emotional disorder and mental retardation or some combination of these effects.

A study of (Ribble 1994) has been done who suffered from inadequate or discarded maternal. These mothers neglected their children and generally had a rejecting attitude towards the child. Ribble cited that rejecting and indifferent mothers may cause the development of tension, unsatisfaction and negative behaviours in children.

An another study (Sears, Macoby, Levin, 1956) has been done on 379 mothers of 5 years old children and found that rejecting mothers reported a background of feeding- problem, persistent bed wetting, aggressiveness etc. In children. Besides, parental rejection is a major reason for adolescents running away from home (Sterlin, 1973). Langer et.al (1974) indicated by their feelings insecurity, inadequacy of thoughts, retarded unconsciousness, general intellectual development, increased aggression, loneliness and inability to give and receive love.
Most recent studies have been supported these earlier findings. In a ten years study or 427 children, Lefkowitz, Huesmann, Walden and Eron (1965) found that parental rejection is a key prediction of aggressiveness in young children. Hemriques (1949) concluded, by his study, that the main cause of delinquency is a broken home or poor inconsistent home training.

The assumption, that men and women are not equal but complementary, is discussed by the study of Iren, H.(1956). He suggests father’s role in a home should be a distinctively masculine one, thus the role of father and the mother are different in family life. These roles affect the child’s behaviour and develop an integrated personality in the child.

In conclusion, it can be said that parental deprivation may create many typical effects in children. 60% of the sample of psychopaths had experienced deprivation of parents (physically or psychologically during childhood. Thus, high degrees of traumatic effects are developed by parental deprivation.

1.6 CATEGORIES OF PARENTALLY DEPRIVED

These parentally deprived children or socially disadvantaged can be broadly categorized into

A.) NON INSTITUTIONALIZED CHILDREN

B.) INSTITUTIONALIZED CHILDREN

A.) NON INSTITUTIONALIZED CHILDREN

They are children who do not live in institution but are still in certain ways disadvantaged. They can further be classified into

1. NORMAL CHILDREN living with parents at home or orphans living with other guardians or relatives in normal family conditions.

2. STREET CHILDREN who are completely on their own and reside on the open streets as such.
1. NORMAL CHILDREN Although these non-institutionalized children live within the home environment children live within the home environment but still they are disadvantaged or deprived in the sense that their parents due to varied reasons like struggle for survival, large family size, over burden emotional tensions etc are not able to provide their children the adequate facilities which are required for complete and healthy development of an individual where orphans living with their guardians or relatives are concerned they are in at a disadvantage because the basic requirement for proper development i.e. adequate parental care love and affection are absent from their lives and the security that the presence of parents provides is completely or almost missing even though other facilities may be available to them but these children live in a home and are not admitted in an institution or orphanage thus classifying them as non-institutionalized advantaged children.

2. STREET CHILDREN The second category of non institutionalized disadvantaged is that of street children who may be defined as those for whom the street (in the widest sense of the word that is unoccupied dwellings, wasteland etc more than families has become their real home, a situation in which there is no protection, supervision or direction from responsible adults (Urban Basic Services, occasional paper Dec 1989) These children are totally deprived and have to face the adversities of life alone. Children belonging to this category are most disadvantaged in every sphere i.e., social emotional physical psychological etc. These children end up on the streets due to various causes like death of parents’ torture or punishment at the hands of parents and other elders, illegitimating broken families unhealthy and incompatible familial relationships, poverty, hardships and struggle for survival in the family etc.

B.) INSTITUTIONALIZED CHILDREN

Besides children who are disadvantaged but not institutionalized. There are other children who suffer disadvantages and have been institutionalized due to some reason or the other.

These children can also be categorized into

B 1.) A COMPLETE ORPHAN - both parents are dead.

B 2.) PATERNAL ORPHANS- Father is dead.
B 3.) MATERNAL ORPHANS- Mother is dead.

B 4.) DESTITUTES- that is both parents alive but unable to provide suitable living conditions thereby resulting in institutionalization.

B 1.) COMPLETE ORPHANS are completely deprived. It implies that category of children who have no support as such and they reside in an institution like orphanages which have been made for such children.

B 2.) PATERNAL ORPHANS This category contains such children who have lost their father. And the mother due to unfavourable and critical circumstances is unable to support the child admitting him in an institution.

B 3.) MATERNAL ORPHANS Here children are deprived of the mother due to the death of the latter and the father is not able to look after the child thus institutionalizing him.

B 4.) DESTITUTE The last category comprises of children who have both their parents but due to various reasons like divorce, separation, low socio-economic status, large family in cordial relationships in the family etc children have landed up in institutions. Thus these institutionalized children are those who are forced to live under protection due to a variety of reasons and factors such as illegitimacy, orphanhood, or destitution. These children are reared in institutions by a foster mother or some other caring person. They are deprived of all positive contributions of the family of the child. In absence of a home the functions of the family are performed by institutions.

Due to some reasons the parents of the children could not or would not care for them and they are kept in institutions from where most promising children are most likely to be adopted leaving behind those children who have been rejected many times(Jersild 1985) An orphan has to lose the sweet home and the affectionate parental care. The feeling of loss may prove to be a great handicap in his healthy normal development and engender in him a feeling of insecurity, inadequacy, infertility, aggression withdrawal and pessimian etc. The narrow, isolated world in which the orphans live afford them a very limited range of their experience. They seldom if ever have exposure to experiences that normal home reared children frequently accept as ordinary for e.g. visits to the zoo or museums. Few attend plays concerts and many have never seen inside of blank or large departmental stores.
The narrow range of experience mean that the children in the orphanages lack of familiarity with much of the cultural content that is taken for granted among home reared children.

The most valuable of nation’s resources is its children. It is bounded duty of a nation to ensure that every child is adequately housed, clothed, fed and trained so that it is able to enjoy the pleasures of childhood. It is incumbent upon a nation to make sure that each and every child gets the optimum conditions for its growth enabling thereby its survival, protection and development (Pandey, 1994).

1.7 CAUSES RESPONSIBLE FOR THE EMERGENCE OF ORPHANS

Several causes are responsible for the emergence of orphans.

They are explained below.

1. Individual Factors:

Physiological and psychological deprivation makes an individual destitute or orphan. By being born as physically or mentally handicapped, one is liable to become a destitute. Divorce, death of one or both the parents, alcoholism, poverty, implications of accidents or diseases etc. are certain important individual factors of orphanhood.

2. Social Factors:

The downfall of joint family system and emergence of nuclear family, industrialization, urbanization etc. narrowed down the social, cultural, moral and philanthropic outlook of human beings. As a result, the weaker member is often left to his fate.

The role of sexual abuse, illegal sexual relations and the birth of illegitimate children are to be noted in this context. All unmarried mothers are not sexually ignorant. Many unmarried mothers need a baby as love object to compensate for lack of love of their lives.

Unmarried mothers are not all neurotic, sexually ignorant, good-timegirls, or social misfits. They all do not scheme to ensure a husband, long to fulfill their womanhood, or yearn after a love object in a baby of their own. Their backgrounds, personalities, emotions and needs as individuals are varied as they are infinitely human. All unmarried mothers feel guilt about illegitimate children and this often expresses itself in obsessive anxiety that the baby will be
born deformed. After the child is born, the mothers nearly always reverse at least temporarily, any previous decision to part with their babies.

A large number of unmarried mothers start with poor inheritance. They come from broken homes and often have histories of illegitimacy of institutional life. They had quarrelling parents and lacked affection and security. These early experiences handicapped their chances to make genuine friendships and courtships in adult life.

A woman’s very constitution is built by nature to meet the demands of motherhood. It enriches her personality and enables her to extend the world of love and devotion to children. To care and to be cared for is an intimate instinct. Parents who appear neither able nor willing to bring up their children should no longer have rights in their offspring. The broken family conditions, the premature death of the parent/parents, marital disharmony, divorces or separations, family tensions, ill treatment by step-parents, selling of children as bonded laboures, extreme poverty conditions, large families to support with low income and unemployment, lack of proper housing facilities in urban areas, break up of traditional social structure, discord among parents, alcoholism, gambling, crime, parents involved in anti-social activities- are some of the conditions that have produced a large number of orphan children. Due to the absence of parental care, the orphans stay on the street during day and night and they want to know the reasons for their parents’ inability to look after them.

3. Economic Factors

Economically backward family is often large and the parents find it hard to meet all expenses with just a tiny income. The children are forced to do manual labour

In the street, hotels and other families. The financial crisis compels them to leave their home and do pick pocketing, begging and some of the girls and women practice prostitution. The unemployment, disease or the death of the breadwinner are certain other factors to be noted in this context. Lack of proper housing facilities in urban areas and the lavishness of the parents are certain other economic factors producing destitute and orphans.
4. **Sex Factors**

The problems of food, dress comfortable accommodation, huge account for dowry and marriage and other expenses in connection with women are evident in the families where there are more female numbers. Girls are trained to depend on men, first on father, then on brother, and next on husband and finally on son. When one of these men fails, the woman is not capable of facing the new challenges and she surrenders and become a destitute.

5. **Natural Factors**

Natural calamities like drought, flood, landslides, earthquakes, fire etc are also causing for destitution and orphan hood.

6. **Other Factors**

According to Almedia, Weithington and Chandler1999 Demo and Cox 2000: Gelles and Cornell 1990, and Vondra 1990, child abuse has been found to be an interplay of low income status, negative marital quality, unmanageable stress, social isolation, cultural attitudes and so on. Prasad 2001 in the Indian Journal Of Social work says, “The child abuse did occur more often among families of low socio-economic status. The anger and withdrawal generated by marital conflict may make parents actively hostile or physically aggressive with their children.”

**1.8 EFFECTS OF PARENTAL DEPRIVATION**

As the child grows, his cognitive behaviour also grows simultaneously. Cognitive process can grow at greater speed and with a wider score of proper environment is not denied to him and proper motivation is given by parents, teachers, class-mates, elders of the society. If proper environment is created for children, their mental and intellectual growth can bear better and healthier fruits and their academic achievement may also considerably increase, but if proper environment is denied to them and restrictions are imposed on them on behalf of all the persons related to them, natural deprivation may because resulting in the poor achievement of his intellectual, moral, physical and temperamental growth.

The term cognitive processes include all such mental processes which help us in the understanding of the world where a child lives and where he handles different situations in order to adjust properly. They include perception, thinking, problem solving, intelligence,
memory and reasoning abilities. Parentally deprived children are relatively slow at cognitive tasks (Riesmann, 1962) and their cognitive development is not as adequate as that of their middle class peers because of the weakness in language, limited range of experiences and restricted stimulation of an intellectual nature (Bloom et al, 1965).

Siller (1957); Bernstein (1961 & 1962); Jenson (1963); Deutsch (1965), Rath (1974) and Sahu (1979) found verbal underdevelopment of the deprived children as one of the important reasons explaining the failure of them to profit from classroom instruction.

Regarding the intellectual development, it was found that intelligence and deprivation are inversely related. (Whiteman, Brown and Deutsch, 1967; Salpatek, 1971; Tripathi, 1970) Chopra, 1970; Pandey, 1970; Singh, 1976; Quaiser Jahan, 1981; Moorjani & Dixit, 1982). Prolonged living under the condition of poverty also results in a steady lowering of I.Q. (Jordon, 1963; Jones, 1954) lower on these factors as compared to the privileged ones (Templin, 1957; John and Goldstein, 1964; Jenson, 1963; Bernstein, 1960; Rath, 1975). Their language development is also stunted (Cazden, 1966, Wolf, 1970, Parker, 1968; Morian & Romonda, 1968; Deutsch, 1966; children were backward in their language development and the extent of backwardness in language was greater than the backwardness in intelligence and reading attainment. Bossio, 1966; Jenson, 1963; Siller, 1957). Bossio found that institutionalized children were backward in their language was greater than the backwardness in intelligence and reading attainment. Bossio, 1965; Lowrey, 1940; Spitz, 1946; and Goldfarb, 1945 also reported poor language and speech development of deprived children.

Deficiencies in the environment either due to physical factor of induced socio-economic disadvantages have their impact on the development of perceptual and conceptual skills. The perception of deprived children is blunt and weak and they are less capable of making perceptual and auditory discrimination (Riessman, 1962; Deutsch, 1967; Bloom et al, 1965; Parker, 1967). Lack of efficiency in depth perception, perceptual differentiation, categorization, discrimination, identification, conceptualization have been found in deprived children (Baille, 1973; Sinha & shukla, 1974; Covington, 1967; Cox, 1969; Rath and Dash, 1973; Longly, 1972; Kohn & Rosman, 1973; Stodoloski & Lesser, 1967; Sinha, 1977; Verma & Sinha, 1977).
The parentally deprived children are the victims of poor memory and retention power than middle class children (Glassman, 1968; Schultz, Charners and Bareman, 1973).

The above mentioned studies show the clear picture of the effect of deficient environment on cognitive processes. The child who belong to low SES (socio-economic –status) and having lower level of intelligence, when enters in the boundary of school finds himself helpless in coping with the environmental stresses and interaction with teachers and age mates. The poor language development and inability to perceive and discriminate, hinders the achievement. Evidences for the administration and worsening of deficits has been proved by Deutsch ,1964; Bloom etal,1965; Morse and Wingo, 1970. They lack skills and habits necessary for conduct in schools for reading in groups, for disciplined group behaviour and for learning tasks in schools(Taha, 1971). Therefore for the betterment in achievement rates, the educationists and Government should give emphasis on the improvement in environmental deficiency and their perceptual, conceptual and linguistic skills should be sharpened. Motivational patterns are of considerable importance in understanding the mechanism through which deprivation exerts its influence on cognitive and intellective performance. The empirical evidence relating social disadvantages to motivational variables have dealt with differences in various social motives, personality patterns, level of aspiration, self concept and anxiety etc. The disadvantaged children (parentally deprived) have low self esteem (Ausubel and Ausubel, 1963; Battle and Rotter, 1963; Goft, 1954; and Keller, 1963). Low level of aspiration and negative attitude towards school were more frequently encountered in lower class (Hieronyms, 1951; Mishra& Tripathi, 1978; Ringuees, 1967; Rath 1974; Ausubel and Ausubel, 1963; Atkinson, 1964; Coleman etal, 1966; Autonovasky, 1967; Katz, 1970 and Singh, 1977) The discrepancy between present and aspired states revealed that the highly deprived group had maximum discrepancy suggesting a state of unrealistic aspiration. It is found that people coming from the deficient environment have high degree of anxiety( Sharma, 1978; Nizhavan, 1972; Murlidharan and Sharma,1971). On the other hand some findings reveal that anxiety is not the outcome of deficient environment (Durett, 1965; Mohanty,1967; Gokul Nathan,1971; Mishra and Tripathi,1978). Deprived have found to be past oriented also. They had no future planning and they are not eager to utilize the opportunities given to them (Agarwal & Tripathi, 1980). They are found to be less future oriented. Those who were more concerned
with future were more successful in comparison to those who are excessively concerned with the past. It is clear from the finding that an achievement excessively depends on the time orientation and future orientation and deprived students lack it.

Ushashree (1980) ascertained that socially disadvantaged (parentally deprived) students don’t internalize the motivation to achieve academically and have not learned to work for developed gratification of needs.

Another ill effect of the deficient and reared environment is the effect on self concept. The child from the deficient environment has low self concept (Witty, 1967; Whiteman & Deutsah, 1967; Tannenbaum, 1969; Wolff, 1970; Frost, 1968; Miller, 1971; Washington, 1978; Askew, 1979; Kanoy, 1980; Maqsood, 1983). They lack adequacy of self and interpersonal attitudes (Morlan & Ramonds, 1968; Dhapola, 1977). The high deprived children have showed the low intensity of favourableness of self concept. Young lesson (1973) hypothesized that institutionalized children have less self esteem and had a greater need to affiliate in comparison to their counterparts, the non institutionalized children. Mishra and Tripathi (1980) found negative correlation between self concept and deprivation.

It was found that such children from impoverished environment have inadequate personality. Feeling of insecurity, Alienation, less extroversion, fear from challenges, dependence, feeling of guilt and shame, lower self image, rigidity are main inadequacies exist in their personalities (Singh,1977). Aggression and strong competitive feelings among children from lower socio-economic background proved to be fearful and more passive, frequently suspicious of talk and new ideas. They feel that they are not fully a part of society in which they live. They feel left out, frustrated, hold the world, rather themselves, responsible for misfortunes. They want security and they don’t have the risk taking attitudes. They also develop negative attitude towards society and associate themselves with undesirable and criminal elements (Tuckman and O’Brien, 1969). Social disapproval makes them unhappy and rebellious and often drives them to behave in a socially unacceptable way.

These deficiencies can be wiped off by paying them proper attention, love, sympathy and proper positive motivation.
Though motivational patterns may contribute to the healthy growth of personal traits and personality but mere motivations are not as important as personal regard to the personality of the child, social license to move in the society and healthy environment, both intellectual and social.

These motivations may be of various patterns but their use can be narrowed if proper environment is not allowed to them if the child is not economically suppressed. The motivational patterns do not merely include economic help but also comprises of healthy, pleasant and lovely atmosphere and environment at home, school and in the society.

The socio-cultural environment of any society consists of a variety of experiential dimensions along which its members enjoy different positions. At one extreme are those who are equipped with almost all kinds of facilities required for growth, while the other extreme is occupied by those who are not endowed with even the minimum facilities of life necessary for healthy and normal growth. It needs no emphasis to point out that social disparities are widespread in all societies, though their nature, causes and consequences differ from society to society.

Majority of people, especially in developing countries, is still living in stark poverty, suffering from under and malnutrition, socio-cultural inequalities and other serious handicaps such as lack of elementary health, sanitation and educational facilities. In recent years, social scientists have shown considerable interest in studying the socio-psychological problems of under-privileged or disadvantaged sections of society - the Orphans.

Orphaned children suffer from inadequate attention, affection and concern of elders, pressure of being closely watched and monitored by adults in the institutions, few or no avenues for recreation and play, lack of opportunities for free expression of personal wishes. Apart from these, they are sometimes not fed properly and are made to live in small, dingy rooms in unhygienic conditions. Often the people who deal with the children are insensitive, untrained, and not motivated to discharge their duties effectively and with diligence. All this leads to further alienation of the children from society and adds to their anguish and frustration. Children already suffering from lack of parental love and attention and made to encounter difficult situations in reformatory institutions develop a sense of being wronged and try to escape from them. The general attitude towards such children is that of disregard,
suspicion and threat. They are treated as anti-social with no ability to lead a life of dignity. What they need is shelter, protection, education, vocational training, health care services and more importantly counselling delivered with affection and encouragement. It is therefore, essential that officials and all those dealing with them are sensitized to children’s will.

Orphan children are class by themselves. They are placed in orphanage on account of parental deprivation. Being deprived of parental care and familial protection such children suffer from environmental deficiencies in many ways. These children develop a style of life and learning which runs counter to the life styles of other children. They get lesser opportunities for interaction with physical and social world outside their immediate neighborhood.

The question is whether such children should be left to their own fate and be allowed to develop their own life styles or they should be brought into the mainstream of national life by providing educational opportunities which will take cognizance of their problems and suit their requirements. Whether the question is considered from political, philosophical, humanitarian or pragmatic considerations, the education of such children is essential in view of the expanding demands of social life and ever increasing demand for “equal opportunities for all”.

The Government of India has, to some extent, tried to meet the requirements of such children. Providing care and protection to the abandoned, neglected, unwanted and orphan children is an important programme implemented by the Ministry of Social Welfare. The need for such a programme has arisen as a result of the break-up of the old family system which provided care and shelter to dependent children. Under the scheme assistance is provided to voluntary organizations, through the state government for residential care as well as foster care for orphan children (India, 1982).

**1.9 PROBLEMS FACED BY ORPHANS**

Orphan children have to face multiplicity of problems in the environmental settings in which they are found. These problems arise because the needs of an individual are not satisfied. The environmental setting places hindrances and blocks their satisfaction. These problems can be categorized as:
1. Home-centered problems

2. School-centered problems

3. Social problems

4. Community-centred problems

1. Home-centered problems

The various needs and problems of orphan children’s home life are as follows:

   a. Biological needs and related problems.
   b. Psychological needs and related problems.
   c. Social needs and related problems.

_a. Biological needs and problems_

At birth the human individual is absolutely helpless. In order to survive and grow up he needs continued protection and nourishment from his parents. As he grows older he needs to be guided regarding toilet routines, rest and sleep habits, food values, avoidance of physical dangers threatening life etc.

Adequate guidance regarding these biological needs and the various problems associated with them is indispensable for survival and healthy growth of a child.

Negligence or inadequate guidance results in all kinds of complications and undesirable developments.

_B. Psychological needs and problems_

On the psychological side, the child needs emotional warmth and security at home. An orphan child who is denied affection at home and made to feel insecure by his parents due to any adverse factors in the home life has little chance to develop into a healthy and efficient adult.

The most important psychological needs are

- The need for love and security
There is no doubt that this need for love and security is basic. Observation of any society where in the world will yield the information that where children are emotionally secure they are best able to cope with any demands that may be put on them. Even the child’s basic physical needs such as those for food and shelter cannot be separated from his requirement for love and security, as many studies document that orphan children who are deprived of this do not thrive, no matter how good their physical environment is (Pringle, 1974).

- **The need for new experiences**

As Pringle writes (1974, p.42) “new experiences enable the child to learn one of the most important, because basic, lessons of early life: learning how to learn; and learning that mastery brings joy and a sense of achievement.”

Thus children can only learn through actively interacting with their environment. (Clarke and Clarke, 1976).

- **The need for praise and recognition**

In a study of twelve secondary schools in London, Michall Rutter and his co-workers (1979) also observed that immediate and direct feedback in terms of praise or approval was strongly associated with constructive pupil behaviour. Siann and Ugwuegbu (1984) state that both behaviorally inclined psychologists as well as humanistic psychologists agree that it is the child’s attitude to himself that mediates his behaviour and that this attitude derives largely from the way others treat him.

- **The need for responsibility**

Siann and Ugwuegbu (1984) are of the opinion that children, whether in the home or in school need to be involved in some decision making. As Pringle writes (1974, p.57). In the conventional classroom where both work and discipline are laid down by the teacher, there is relatively little room for allowing each child a measure of responsibility for his own actions and learnings. A more pupil-centered regime gives each child a sense of involvement and participation in planning their own activities according to their different interests and ability levels; while rules evolved jointly with the teacher help to make the reasons for necessary constraints understood and hence more readily accepted by the pupils.”
Children need elementary knowledge about sex and appropriate guidance in their sexual problems.

Parents also need to guide the child into developing certain desirable mental traits, e.g. cheerfulness, perseverance, etc. They should safeguard against the development of undesirable traits in him like temper tantrums, impulsiveness, etc.

The aim should be to so guide the child as to enable him to develop into mentally adjusted and healthy adult.

**c. Social needs and problems**

Children also need guidance in the art of sociability. Human beings are gregarious by nature. But if the social instinct is denied proper guidance during childhood, it is liable to develop in undesirable directions, e.g., formation of anti-social and delinquent groups or gangs, etc. Parents should, therefore, remain vigilant in ensuring that children that develop the right attitudes towards other children and adults around them, during their playful activities and general social intercourse in and outside the home.

Children (orphans) who are deprived of proper early social guidance at home are liable to develop into unsocial and introverted personalities. They may even grow into being anti-social, delinquent and criminal adults in later life.

2. **School-centered problems**

In entering school, a child’s expanded social and cultural horizons open up before him infinite opportunities of progress and development. But these developmental opportunities and possibilities can only be exploited to the full if the child gets adequate and continued guidance from his school teachers.

The needs and problems which orphan children face at school may be enumerated as

- **Psychological needs and problems**
- **Academic problems**
- **Vocational problems**
- **Personal problems**
- **Psychological needs and problems**

Rosenthal1966 has stated that warm social-emotional mood is associated with effective learning (the need for love). Naturally teacher cannot be expected to love their pupils in same way as a child’s family loves the child. Nevertheless, a warm accepting teacher provides a background that is conducive (helpful) to learning.

A teacher has also to provide security. By this we mean firm standards of behaviour. Warmth does not mean permissiveness. Children should be made very aware of what sort of behaviour is expected by them at specific times.

As in the home so in the school a child’s love for new experiences is to be satisfied. It is the job of a teacher to create such situations and to provide such experiences which are novel to them.

Related to the need for new experiences is exploration. It is through exploration and manipulation of objects that the child learns to feel effective in his environment. So the teacher should cater to the child’s need to be active in his learning and not to expect children merely to remain passive partners in the learning process.

The need for praise and recognition is basically the need for feedback. Empty and automatic praise is not effective. Praise should be given when a child has truly made an effort. Recognition of what the child is doing is important. And, therefore, a key task in increasing feelings of personal worth is to get pupils to perceive for themselves the relation between success and effort.

The final need is responsibility. One of the most effective ways of encouraging this is to get the class to help set the limits of accepted behaviour themselves. Rules are more likely to be obeyed if pupils help to set them up so that they can understand the rationale (reasoning) behind them. But another equally effective way of encouraging children to feel responsibility and in this way raising both knowledge of their effectiveness (enhancing self-concept) and feelings of personal worth (increasing self-esteem) is peer teaching.

- **The Academic problems**

A child can learn the three Rs without tears only if the teacher really knows the art of teaching young children. Efficiency in teaching methods necessitates thorough knowledge
of the psychology of child learning. Unless the teaching methods that a teacher employs in the classroom are sound, pleasant and stimulating the child will make little academic progress at the school.

As he advances in age, a child needs guidance in making the correct selection of the school subjects which are most suited to his natural aptitudes. While offering guidance, a teacher should also be mindful of the individual differences, abilities and handicaps of each one of the children. Uniform treatment and guidance of every child irrespective of his individual personality is by no means a safe course to follow.

- **Vocational problems**

Children’s vocational aptitudes need to be assessed as early as possible in their school career. Before the school-learning age the teacher must have given them an appropriate bias and sufficient training for a specific vocation which appeals to them most and for which they are most suited.

An adequate vocational guidance at school level can avert a lot of ‘misfitism’ in professions which can be a source of great unhappiness to the individual in later life. Early vocational guidance thus prevents tremendous human and material loss to the nation.

- **Personal problems**

The main personal problems of the school child pertain to his

  - **Physical health**
  
  - **Mental health**

The school child needs guidance regarding his physical health and development. This need must be met by providing adequate medical health services at the school campus.

For his mental health the child needs security and emotional nourishment in school. He must feel at home in the classroom. The school authorities must take all appropriate measures to see that every child feels at ease during the course of all the school activities should a child experience some emotional perplexity, the teacher should endeavour to understand it from the child’s point of view. By providing him sympathetic guidance, he should enable the child to face and solve his problems as amicably as possible.
3. Social problems

The social problems of the school child are manifold. A child needs adequate social guidance in order to make satisfying adjustment with the class-mates, teachers and everyone he comes in contact with during his stay at school. Providing appropriate guidance to children to enable them to meet their social problems effectively is as fundamental a duty of the school teacher as imparting academic instructions.

4. Community-centred problems

Besides the problems which revolve round the home and the school children have certain problems which spring from the community. In order to meet these problems effectively children need guidance both at home and at school.

Some the main problems falling under this group are as follows:

- **Problems of occupational adjustment**
- **Problems of marital adjustment, and**
- **Problems of general attitude and social behaviour.**
- **Problems of occupational adjustment**

The health of a community is largely dependent upon vocationally capable and adjusted individuals. If children are given adequate vocational guidance and training by teachers and parents, they have abundant chances of choosing for themselves the right occupations. Developing professional health and efficiency and adjusting to their colleagues in the profession is the main sphere in which guidance is needed during adolescence and later life. Such a task can be better performed by specialized vocational guidance agencies.

It is hardly necessary to re-emphasize that adequate vocational guidance averts a great deal of professional inefficiency, misplacement and maladjustment. Occupational maladjustment is a serious mental and economic drain on the resources of a nation.

- **Problems of marital adjustment**

In order to grow up to be successful husbands and wives, children need preliminary orientation and training for marital adjustment at home and school.
Pre-parental education and guidance would save many a child from becoming unsuccessful in married life and thus having his entire life ruined by martial maladjustments and failures.

Martially maladjusted parents are a serious social liability not only to their children but to the entire community.

- **Problems of general attitude and social behaviour**

A child must be trained to live and let others live peacefully, cheerfully and creatively. For this he needs suitable guidance for development of desirable attitudes and outlooks on life in general. Early guidance in a healthy and graceful social behaviour saves the child, his parents, his future family and the whole of community from innumerable unpleasant developments.

**1.10 CONSTITUTIONAL PROVISIONS**

Indian constitution also highlights the need and significance of providing orphans protection and assistance. The Indian constitution says, “All citizens have equality before law.” Article 10 of the Indian Constitution explains: “A child permanently or temporarily deprived of his family environment for any reason shall be entitled to special protection and assistance provided by the State.”

Article 39 (e) and (f) of the Indian Constitution says, “The state must direct its policy towards securing ‘interalia’ that children are not forced by economic necessity to enter vocation unsuited to their age and strength and that childhood and youth are protected against exploitation and against moral and material abandonment.

As per the 46th Article of the Indian Constitution, “The state shall promote with special care, the educational and economic interests of the weaker sections of the people, and shall protect them from social injustice and all forms of exploitations.”

In 1960, the Union Government enacted the Central children Act, and it had the care, custody, protection, welfare, training etc. of children who were neglected, delinquent, uncontrollable, incorrigible, victimized etc. as its objectives. Various states in India passed their own Children’s Act for the protection of the delinquent and neglected children, which were in tune with the Central Children’s Act, 1960, passed their own Children’s Act for the protection of the delinquent and neglected children, which were in tune with the Central
Children’s Act, 1960. The preamble of the Central Children Act (1960) says provide care, protection, maintenance, welfare, training, education and rehabilitation of neglected or delinquent children. Children Act and Suppression of immoral Traffic in Women and Girls Act (1956) protects young girls under the age of 21 years against prostitution and immoral trafficking. National Policy for Children (1974) points out that the nation’s children are its supreme asset. The 8th section of the National policy for children says that the facilities for education, training and rehabilitation for children who have become delinquents or been forced to resort to begging or are otherwise in distress.

The 9th section of the above law envisages for the protection of Children against neglect, cruelty and exploitation. Section 11 speaks of the provisions for special treatment, education, rehabilitation and care of the physically handicapped, emotionally disturbed or mentally retarded children.

Several laws have been enacted which directly or indirectly deal with the welfare of the child and which indicate the conscious effort of our law makers to give special protection from exploitation both physically and mentally.

Though there were many high things and expectations stated in the Directive Principles of State Policy in the Constitution, National Policy of the Government of India, and Declaration of the Rights of the Child. Various Children’s Act enacted, the fact remained that they were lying almost dormant on the pages of books, at least as far as the neglected were concerned.

1.11 RIGHTS OF THE CHILD-ROLE OF UNITED NATIONS ORGANISATION

In resolution 1386 (XIV) (20 November 1959), The General Assembly of UN proclaimed the Declaration of the Rights of the Child and it says: “to the extent that he may have a happy childhood and enjoy for his own good and for the good of the society the rights and freedom herein set forth.”

The Declaration presents a code for the well being of every child “without any exception whatsoever” and “without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.” The United Nations, in the Declaration of
the child again says the child, by reason of physical and mental immaturity needs special treatment, education and care required by his particular condition. The child shall be protected against all forms of neglect, cruelty and exploitation.” The United Nations adopted the comprehensive convention of the Rights of Child in 1989. The preamble to the convention recognizes that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in the atmosphere of happiness, love and understanding” and considers that “the child should be fully prepared to live an individual life in society brought up in the spirit of the ideas proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.”

Article 19 of the Convention on the Rights of the Child says that “state parties shall take all appropriate legislative, administrative social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse while in the care of parent(s) legal guardian(s) or any other person who has to take care of the child.”

Article 20 says, “A child temporarily or permanently deprived of his or her family environment, or in whose own best interest cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the state.

Article 27 points out, “State parties recognize the right of every child to standard of living adequate for the child’s physical, mental, spiritual, moral and social development.”

Article 39 directs, “States parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of any form of neglect, exploitation, or abuse, torture or any form of cruel, inhuman or degrading treatment or punishment.”
1.12 THEORETICAL FRAMEWORK

1.12.1 Value

Values are operationally conceived as those guiding principles of life which are conducive to one’s physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture. Value is considered as a general name for worthiness to be chosen.” Choice can be made in term of “right” and “good”. Directly and indirectly questions of values are involved in nearly every decision related to education. Education has to enable the man to make decisions about values. For moral values, decision will be on the question of right or wrong and for other values the decision will be the question of better and worse. Erosion of values is a matter of concern to all those concerned with education. It is not only in India, deterioration in the human values has attracted a lot of attention at international level, too (Nanzhao, 1996). Therefore there is needed to analyze value crises existing in Indian society and role of education in this context. It is generally supposed that values are of two-type i.e. eternal and referential. Truth, Goodness and Beauty are universally accepted values while referential values changes from time to time, country to country, and people and people. The value pattern of an affluent society in one part of the country or even in a city could be different from the value pattern developed by a comparatively poorer section of society in some other part of the country. Values are not linearly hierarchical rather they exist in meaningful relationship with other values because of their nature which is evaluative (Hill, 1994).

They are highly enduring like systemic linkage. The linkage among beliefs and values are very dense in the core while loose at the periphery. Therefore, it is easy to change the values at the periphery than those that relationships amongst them which is the on why there is elusive relationship between values and behaviour (Boyatzis, Murpy and Wheeler, 2000, Schwatz, 1992). The changes in these systematic relationships result in different meaning these very values acquire even truth, justice and freedom are interpreted differently (Richard, 1993).

Values play a very important role in the life of each individual. They encompass the entire region of human activity whether it concerns feeling or willing or doing. It is the value given to various aspects of human life which helps to resolve the problems faced during old age.
Some old persons, when guided by their high value system do not feel any stress and lead the remaining years of their life with much satisfaction and peace of mind, in spite of their deteriorating health and money.

Among all values religious and social values may play a crucial role in person’s life. Does religious value provide spiritual satisfaction and solace throughout life? Are the members of organized religious better adjusted than nonmembers? There are no clear answers to these questions, for there are many different religions attracting a wide variety of people. But despite the objection of many researcher (Palmore, 1970), the weight of the evidence is in favour of correlation between religious value and more abundant sense of life satisfaction. It is important to note that in the absence of longitudinal data and lagged analyses, one cannot determine the direction of relationship, i.e. whether religion improves life satisfaction or whether people who have high levels of life satisfaction are more attracted to religion. However, several studies (Blazer and Palmore, 1976, Krause and Tran, 1989) found that religious attitudes and activities were positively and significantly correlated with happiness personal adjustment and feelings of usefulness.

1.12.2 Social Behaviour

The behaviour that affects social norms, social standard, social values, social character and social interaction is called social behaviours. The term social behaviour refers to the feelings, actions, interpretation and thoughts of individuals in social situations (Baron & Dyrne, 1987). It stems from many different causes. Among the most important causes are (1) the behaviour and characteristics of others i.e. what they say and do, their appearance, racial or ethnic background,(2) social-cognition i.e. our thoughts, beliefs, memories and inferences about others;(3) environmental variables i.e. heat, noise, pollution, crowding and weather(4) socio cultural factors i.e. group membership, cultural norms, style of celebrating, values and dynamics;(5) biological factors e.g. inherited aspect of our appearance, sensory and cognitive capacities. Social behaviour may be positive as well as negative. In this study ten types of social behaviour have been studied. They are-(1) concern for others,(2) compliance,(3) dependence,(4) power assertion, (5) Ingratiation,(6) social passivity,(7) aggression,(8) withdrawal(9) tolerance, (10) social conversation. Operational definitions of social behaviour are as follows-
1. **Concern for others**

It incorporates helping, altruism, cooperation and empathic concern. It refers to individual’s tendency to give help to others. Altruism refers to help given to others with no anticipation of benefit to oneself. It is a concern for others in contrast to self concern or selfishness. It may require a lot of self sacrifice on the part of the helper. It is an unselfish concern for the welfare of others. Helping behaviour refer to acts that benefit another person. Cooperation refers to working together for mutual benefit. Empathic concern denotes feelings of warmth, concern, soft heartedness and compassion for a person in need.

2. **Compliance**

It refers to conformity with norms of a group or going along with others’ requests. Conformity occurs when individuals change their behaviour in order to adhere to existing social norms widely accepted rules indicating how people should behave in certain situations or under specific circumstances (Moscovici, 1985). According to Baron and Byrne (1987) compliance represents a more direct or personal form of social influence and takes place in situations where individuals alter their behaviour in response to direct requests from others and obedience occurs in situations where persons change their behaviours in response to direct commands from others.

3. **Power assertion**

It refers to actions that indicate individual’s tendency to exert pressures to regulate, control and shape the decisions and behaviours of others. It reflects social power too. Social power represents social influence.

4. **Social conversation**

It refers to individual’s actions to initiate communication with others in various group social situations. This results in establishment of social intimacy and rapport with other persons.

5. **Ingratiation**

It is a tactic used for impression management in which a person tries to make others like him. Persons use various strategies to enhance their image in the eyes of others. They even
resort to self degradation, instrumental dependence, name dropping and changing with the situation.

6. Dependence

Dependency behaviours are those acts that maintain positive interchanges between the child and others (Cairns, 1979) Sears, Rau and Alpert (1965) dependency as the action system in which another person’s nurturant, helping and caretaking activities are the rewarding environmental events. Dependency actions are actions that elicit such events. “According to Sears (1963) the concept of dependency behaviours consist of behaviour of seeing help, attention seeking and affection seeking that help an individual in maintaining positive interchanges with others.

7. Aggression

It is a too common part of social life. It refers to the intentional infliction of some type of harm upon others Baron,(1977). Like Baron and Byrne (1987) the investigators think that aggression can be defined as behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.

8. Social passivity

The interactional sequences are regulated by internal, organismic events of the various participants as well as by contextual and social system rules in addition to the actions and expectation that the interchanges generate in each participant. Many times individuals do not try to speak about their resentment over inappropriate social and administrative decisions of others. They neither oppose the wrong acts powerfully nor do they support others who oppose such acts. Such persons are socially passive. Thus, social passivity refers to individual’s immunity to social decisions, being neutral to social influences and neglecting the wrong acts in society.

9. Withdrawal

It refers to individual’s action to keep himself away from certain persons or programmes. It also includes social attention.
10. Tolerance

In Good’s Dictionary of Education this term has been defined as an attitude of forbearance, or willingness to consider without prejudice (but not necessarily to accept, reject or approve views, opinions and situations with which one is not in full sympathy, also an attitude of allowing the existence of such views, opinions or situations.

1.12.3 Adjustment

All people have psychological and physical needs which constantly or intermittently require satisfaction. The process by which they overcome obstacles to satisfy these needs is termed as the adjustment process. It is through the process of adjustment that people establish and maintain a satisfactory relationship to the physical world around them and to other people, to the culture at large and to themselves. Adjustment is that relationship which exists between an individual and his environment especially his social environment in the satisfaction of his needs.

The concept of adjustment can be evaluative or factual. According to one definition, “Adjustment is a satisfactory relation of an organism to its environment.” The meaning of this definition hinges upon to evaluative word, ‘satisfy’.

Again adjustment has been defined as an “adaptation to the demands of reality”. Adaptation implying an element of fitness or suitability is an evaluative term. A good adaptation favours survival of the individual or species. Yet, another definition holds, Adjustment is an individual’s relationship to his environment which is necessary for him in order to live comfortably and without strain and conflict.” This definition is evaluative too.

Adjustment can be made in several ways. Adjustment has been described as a process of problem solving, restraining equilibrium, reducing drive, reducing tension, minimizing stress and maximizing enjoyment etc. adjustment consists of psychological process by which the individual manages or copes with various demands or pressures. (Thompson, 1969).

1.12.4 Academic Achievement motivation

The concept of Achievement motivation has been developed by McClelland, Atkinson, Clark and Lowell (1953). They defined this concept as “concern over competition with standards of excellence” e.g., winning or doing as well as a better than one else.
Atkinson (1958) came to the conclusion that in the individual there is the need for achievement: Goal/Target + Ability + Motivation = Achievement motivation

Therefore achievement motivation has been considered as an important concept in the dynamics of human behaviour. Tripathi (2004) concluded that motivation is positively associated with academic achievement. The motivation applied for achieving academic objective is termed as academic achievement motivation.

Considerly education and learning of a child motivation is also important for child’s academic performance. Blair, Johns and Simpson consider- The motivation is a process in which the learner’s internal energies of needs are directed towards various goals objects in his environment.

Environment is defined as external power or outside ecology which is around us and influences us too. Basically there are two types of environment- first is natural and second is social. Dr. B.N.Sharma says- Natural environment influences human body and social environment influences human behaviour.

Social environment are a sum of total of several critera operating in various spheres of life as social relation, economic, political, religious, cultural life etc. Srivastava (2000) considers that social environment plays instrumental role on human value. Social environment is a branch of public relations and it has many factors. Home environment is a part of social environment.

The family relation and emotion around the child is called home environment. Pestalozzi say home environment is the best place for education and emotional activities of the family combined together constitute the family environment. Home environment plays a very significant role in the all round development of a child. Parent-child interaction and parent’s way to deal with their child develop certain attitude among the children towards their home environment.

There are certain special factors of home environment in social environment which have definite and specific influence upon the direction in which the child’s growth follow. The differences among children may best be accounted for variations in home environment.
Srivastava and Chandiramani (1995) found that students from structured and independent family showed better performance than other children.

Children from favourable home environment are rated as above the average in social adjustment, personality traits, achievement, play,

Information and versatility of interest but children’s behaviour from unfavorable home environment something is seriously abnormal. Singh and Saxena (1993) results indicate that aggressive behaviour of child significantly related to unfavorable home environment but fraternity behaviour of child is significantly related to favourable home environment. Thus home environment play significant role in context of child development behaviour and education.

Motivation and home environment are important aspects of academic achievement and also the basis of the adolescent education and vocational success.

Achievement motivation is the tendency to endeavour for success and to choose goal oriented success or failure activities. Achievement motivation forms to be the basis for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards and success.

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland 1985). Theories of the underlying processes of achievement motivation range from a cognitive focus on individual personality traits and reaction to task difficulty to more socially based views on the role that parenting has on the development of achievement motivation. Achievement motivation has been studied extensively in the field of psychology (Dweck 1988; Elliot and Harackiewics, 1996) and is generally thought to
play an important role in academic achievement (McClelland 1985; Dweck, 1988; and Elliot and Harackiewics 1996)

Understanding the factors that affect achievement is important because motivation affects achievement and level of occupation (Farmer, 1995). Murray (1938) described achievement motivation as the desire to “accomplish something difficult…to overcome obstacles and attain a high standard; to excel oneself” Burger (1997) indicated that high need achievers are moderate risk takers, have an energetic approach to work, and prefer jobs that give them personal responsibility for outcomes. McClelland and Pilon (1983) proposed that parents promoted the need for achievement by providing support and encouragement. However, as Burger (1997) indicated, it is important that parents provide enough support to allow the child to develop a sense of personal competence without robbing the child of independence and initiative. That is, parents must reward their children’s accomplishments, but too much involvement might leave the child with an undermined sense of accomplishment.

**Concept of Academic Achievement Motivation**

Academic Achievement Motivation means motivation to achieve in academics.

Infact Academic Achievement Motivation is one of the aspects of the achievement motivation; here achievement motivation is confined to academics only. Academic achievements motivation could be seen as self –determination to succeed in whatever activities one engaged in, related to academics.

George H.Litwin defined achievement motivation as-

I) Expectancy of success and

II) Risk taking behaviour

From this definition we can conclude that academic achievement motivation could be seen as expectancy of success and risk taking behaviour in reference to academic achievement. Since individuals are of different backgrounds and have difference in their own perception so as a matter of fact academic achievement motivation varies from one individual to the other. Greater the academic achievement motivation is there, greater will be the academic achievement and vice- versa.
So, we can conceptualize academic achievement motivation as an activated goal-directed tendency which regulates and controls the behaviour of students in relation to academic achievement. Here term ‘Goal’ refers to academic achievement.

1.12.5 Case Study

The present study demands a thorough investigation of epidemiological nature which can be achieved by case study design in which incremental research decisions depend upon prior information. The purpose of case study design is viewed in social reality. It facilitates explaining the interactions among the factors that influence the change or development over a period of time. The uniqueness of case study is that it deals with a case with many variables and their cause and effect relationship. As a whole the case study helps the researcher to understand the complexities of an event with contextuality and develops insight out nature and dimensions of the event studied. The researcher explores in detail out how and what and when events occur.

A case is often thought of as a constituent member of a target population, one case study is seen to be a poor basis for generalization. Often, however, the situation is one in which there is need for generalization to a population of cases. Then the demands for typically and representativeness yield to needs for assurance that target case is popularly described. As readers recognize essential similarities to cases of interest to them, they establish the basis for naturalistic generalization. Generalization may not be all that despicable, but particularization does deserve praise. What becomes useful understanding is a full and knowledge of literature, most case studies features: description that are complex, holistic and involve a myriad of not highly isolated variables, data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration and even allusion and metaphor. Comparison is implicit rather than explicit. Themes and hypothesis may be important, but they remain subordinate to the understanding of the case.

1.13 ORIGIN OF THE PROBLEM

All individuals need to be equipped with environmental facilities that will enable each person to develop his potentialities, to attain emotional stability and to achieve personal and social adequacy. The degree to which the child develops to be stable and responsible adult
with completely developed faculties will depend on the basic satisfaction of his immediate environment.

There are people in our society who have more than the necessary share of advantage or what might be called privileges except that of being humans. The socio-genic or environmental factors play a great role in overall and conditions are adequate and congenial enjoys complete developments but a child who does not get the opportunity of favourable environment suffers disadvantages and is deprived of the effective conditions of growth. Children coming from such deprived background environment are socially disadvantaged.

A brief review of the studies reveal of that in India large number of researches have focused their attention on cultural, socio-cultural, socio-economical and prolonged deprivation, but the field of parental deprivation has remained less explored.

Most of the pioneering work in the area has been done in foreign countries. But the conclusions drawn in alien conditions may not be applicable to Indian situations, Because cultural and social values, educational pattern are altogether different from abroad, and these variables play an important role in determining the pattern of personality and achievement. However, some studies in India have been conducted on parental deprivation, in these studies criteria for judging parental deprivation is established as those parentless children who reside in orphanages, ashrams or any other institutions. The study is extremely relevant and justifiable in the present social context. Orphan children are to a great extent, isolated from mainstream of social setting. They are a class by themselves. And as is evident from the studies, cited above, no serious attempt has been made to assess where they lack. The United Nations Declaration defines the right of the child to affection, love, and understanding, to adequate nutrition and medical care, to free education, to full opportunity for play and recreation, to a name and nationality, to special care if handicapped, to be among the first to receive relief in times of disaster, to learn to be useful member of society, to develop individual abilities. to be brought up in the spirit of peace and universal brotherhood, to enjoy these rights regardless of race, colour, sex, religion, nationality or social origin. It is worthwhile to see how far needs and problems of orphan children are satisfied. It was presumed that the findings of this research would open up new vistas and help in gaining insight into psychosocial problems, educational and adjustment patterns of
orphan children. The knowledge and understanding on these areas would help the superintendents and other concerned to make proper arrangements for their accommodation, health, sanitation, medical care and treatment. A psychosocial study would reveal the areas of disorder and disharmony in their personal and social relationships. This would help caretakers and teachers and other personnel to devise ways and means for their proper adjustment. An understanding of their educational pattern of these children would help in devising curriculum and teaching strategies for the development of knowledge, understandings, skills, attitudes and interests in them.

A study of adjustment difficulties of these children would help superintendants, teachers, and head of institutions to provide personal, educational and vocational guidance to them and thereby help in successfully meeting the various vicissitudes of life.

From the above discussion, it can be concluded that the orphans are a socially isolated group. These children express high levels of dissatisfaction in the areas of creative expression, social maturity, security and protection, recognition, praise and social acceptance. A sense of inferiority complex is fairly apparent which have prevented their coming to the forefront of social life. Society can no longer ignore the orphans as they are society’s future.

Keeping this view the research work on values, social behaviour, adjustment and academic achievement motivation of orphan students was undertaken by the researcher for their all round development.

1.14 SIGNIFICANCE OF THE PROBLEM

Millions more children are abandoned and in need of supportive living environments because their biological parents are not able to provide food, shelter and safety; are forced to leave their children to seek employment elsewhere; or are mentally or physically unable to care for children. This problem has aroused the attention of educationists, psychologists, sociologists, social anthropologists and social activists. Since, nurturance is a prerequisite to children’s survival and well being, it is therefore, the continuing task of parents of each generation to prepare the children of the next generation for physical, economic and psychological situations in which they must survive and thrive. Just as the foundation of a house determines the stability of the superstructure, so does the foundation of early years of
life in determining the overall direction and characteristic of life. It is when the clay is moist and soft that the potter moulds the clay into a pitcher, likewise, parents must mould the character of children when they are still young and tender. The global, national and local leaders are struggling to find care solutions for children worldwide who have had at least one parent die (hereafter defined as orphans) Studies have demonstrated ill effects of being an orphanded or abandoned child in resource poor countries, including traumatic grief, poverty, impaired cognitive and emotional development, less access to education and greater likelihood of being exploited as child labour. Other reports describe the challenges faced by families and communities in providing food, shelter, health care, and education for increasing numbers of orphaned or abandoned child while the number of potential caregivers is diminishing due to increasing age-adjusted mortality. Orphaned or abandoned child are in need of living environments that promote their wellbeing. (www.Plosone 4(12 edol: 101371/journal-pone 00081690). The potential contributions of the present research will be in the field of Education in general and specifically in Educational Psychology. Many suggestions may be given to parent society, in general for psychologically dealing with deprived children. If the result of severe disturbances in the lives of children are not checked and properly channelized then, in later life, they may grow up as delinquents or criminals who will be a curse to our society and nation. Thus, the study may be additionally important, even in the area of development of Educational psychology. The expected contribution of the study maybe potentially useful in Therapeutic field particularly for behaviour modification of children. This proposed study is important for educational institutions, guidance-centre, child clinics and juvenile-prisons. The effective suggestions may be given to government and Ministry of Education for the policy framing and general planning about the prevention of personality disorganization and maladjustment of deprived children of Nation. The result may be used for constructive suggestions about the adequate strategy, methodology of imparting education and framing appropriate courses of study for such children. The result may also give a proper direction to the decision maker on the government and private orphanages homes of deprived children and foster homes. It will help particularly in planning and preparing a frame-work for all round development of the concerned children. The conclusions in existing ‘Acts’ and suggestions for framing new ones to provide opportunities for the betterment of socially disadvantaged including
orphans. The investigator is inspired to do this investigation to help in social consciousness among all concerned persons who deal with problems of such socially disadvantaged groups and also to enable these disadvantaged children to help themselves.

1.15 STATEMENT OF THE PROBLEM

The problem undertaken by the investigator in this investigation is to study the values, social behaviour, adjustment, academic achievement motivation of the socially disadvantaged children, the orphans living in orphanages. Special endeavors have been made to diagnose the values, social behaviour, adjustment and academic achievement motivation of socially disadvantaged group in relation to the general group. On the basis of the previous researches carried in this area the assumption made here is that there is a significant difference between values, social behaviour, adjustment and academic achievement motivation of orphanage reared children due to the difference in the environmental background and social setting they reside. As above the exact problem of the present study can be stated as:

A study of Values, Social Behaviour, Adjustment, Academic Achievement motivation of students belonging to Orphanages.

1.16 DEFINITION OF KEY TERMS

Values-Values are the rules by which we make decisions about right and wrong, should and shouldn't, good and bad. Values relate to aims of human life. For the achievement of aims men frame certain notions these notions are called values. According to Hall (1994) “Values are ideals that give significance to our lives that are reflected through priorities that we choose, and that we act on consistently and repeatedly.”

Social behaviour- The term social behaviour refers to the following, actions and thoughts of individuals in social situations (Baron & Byrne, 1987). It stems from many different causes. Among the most important causes are – 1) the behaviour and characteristics of others i.e. what they say and do, their appearance social or ethnic background 2) social cognition i.e. our thoughts, beliefs, memories and inferences about others, 3) environmental variables i.e. heat, pollution, crowding and weather 4) sociocultural factors i.e. group membership, cultural norms and values 5) Biological factors e.g. inherited aspects of our
appearance, sensory and cognitive capacities. Social behaviour may be prosocial as well as aggressive. There are positive as well as negative aspects of getting along with others.

**Adjustment**- adaptation to a particular condition theory of adjustment in psychology, position or purpose. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment. *(Carter. V. Good 1959)*

**Academic achievement motivation**- Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery *(McClelland 1985)*. Academic Achievement Motivation is one of the aspects of the achievement motivation; here achievement motivation is confined to academics only.

**Orphan**- A child who has lost one or both parents. *(UNICEF 2015)*

*[http://www.unicef.org]*

**Orphanage**- An orphanage is a residential institution devoted to the care of orphans. *(www.The Free Dictionary .com/orphanage)*

### 1.17 OBJECTIVES

1. To study the values of students belonging to orphanages.
2. To study the social behaviour of students belonging to orphanages.
3. To study the adjustment of students belonging to orphanages.
4. To study the academic achievement motivation of students belonging to orphanages.\(^1\)
5. To do case study on any 10 selected cases.
6. To compare the values, social behaviour, adjustment, academic achievement motivation of family reared students and orphanage reared students.

---

\(^1\) The above objectives were studied with reference to the classes (6th, 7th, 8th) and sex of the orphan students.
1.18 RESEARCH HYPOTHESES

To achieve the above mentioned objectives, the following hypothesis were formulated and tested.

1. Males and female orphan students differ from one another in values.
2. Males and female orphan students differ from one another in social behaviour.
3. Males and female orphan students do not differ from one another in adjustment.
4. Males and female orphan students differ from one another in academic achievement motivation.²
5. Orphanage-reared and family-reared students differ from one another in values
6. Orphanage-reared and family-reared students differ from one another in social behaviour.
7. Orphanage-reared and family-reared students differ from one another in adjustment.
8. Orphanage-reared and family-reared students differ from one another in academic achievement motivation.

1.19 DELIMITATION

The geographical area of this study was from 3 KAVAL towns (Allahabad, Varanasi, and Lucknow) of Uttar Pradesh. The study dealt with students of classes 6-8 standards only.

² The above hypotheses were studied with reference to the classes (6th, 7th, and 8th).